

Texas Education Agency Standard Application System (SAS)

2016–2017 Support for Texas Students of US Military Personnel

Program authority:	General Appropriations Act, Article III, Rider 38, 84th Texas Legislature	<div style="border: 1px solid black; padding: 2px; font-size: 0.8em;"> FOR TEA USE ONLY <small>Write NOGA ID here:</small> <small>Place date stamp here:</small> RECEIVED TEA EDUCATION AGENCY DOCUMENT CONTROL CENTER <small>GRANTS ADMINISTRATION</small> </div>
Grant Period	July 25, 2016, to August 31, 2017	
Application deadline:	5:00 p.m. Central Time, June 3, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center; margin-top: 5px;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Jessica Snyder: Jessica.Snyder@tea.texas.gov; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Military Child Education Coalition	N/A	N/A	
Vendor ID #	ESC Region #		
1742889416000	12		
Mailing address	City	State	ZIP Code
909 Mountain Lion Circle	Harker Heights	TX	76548-

Primary Contact

First name	M.I.	Last name	Title
Annette	N	Farmer	Staff Counsel and Dir, Contracting
Telephone #	Email address		FAX #
(254) 953-1923 x1121	Annette.Farmer@MilitaryChild.org		(254) 953-1925

Secondary Contact

First name	M.I.	Last name	Title
Judy		Glennon	Parent Programs Manager
Telephone #	Email address		FAX #
(254) 953-1923 x1142	Judy.Glennon@MilitaryChild.org		(254) 953-1925

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mary	M	Keller	President and CEO
Telephone #	Email address		FAX #
(254) 953-1923 x1111	Mary.Keller@MilitaryChild.org		(254) 953-1925
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

6/1/16

701-16-104-001

Schedule #1—General Information

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
x	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines , Required Fiscal-Related Attachments, for details)

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
2.	The applicant provides assurance that it will conduct a comprehensive educational needs assessment of Texas students who are the children of active-duty United States military personnel, including but not limited to needs associated with moving to different schools when the active-duty parent receives new orders.
3.	The applicant provides assurance that it will develop an action plan, including timeline and metrics, that most efficiently uses the project funds to meet needs determined in the needs assessment. The action plan must include appropriate stakeholder training for school personnel (counselors, teachers, and principals) and military parents. The applicant will implement the action plan and will make informed adjustments based on data metrics.
4.	The applicant provides assurance that it will provide and promote recommendations to reduce barriers and facilitate achievement among military children by tackling issues such as placement, transfer of records, access to special programs, and on-time graduation.
5.	The applicant provides assurance that it will collect data as part of the outcomes tracking of the project. This data will be reported to TEA on the dates specified under the reporting requirements of this project.
6.	The applicant provides assurance that it will identify the most effective uses of Internet-based technologies to create a single resource to assist families and students obtain information that will help transition the educational needs and create welcoming environments in schools for this population.
7.	The applicant provides assurance that it will comply with all reporting schedules and deadlines as required by TEA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Be sure to align your description with the purpose and goals of this Request for Application. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As the nation's most experienced 501(c)(3) non-profit organization focused on the academic and school-related needs of military-connected children, the Military Child Education Coalition (MCEC) is applying for this grant because the MCEC solely exists to help military and veteran-connected children thrive in the face of transition and separation, and is deeply committed to providing similar effective program support to the active duty communities that it has successfully delivered to Texas military communities over the past eighteen years. The MCEC specializes in programs that remove barriers to educational success imposed on children of military families that are often induced from frequent moves and deployments of their parents, and is very familiar with Texas' prominent status of possessing the nation's highest number of military-connected children (158,236) as well as the nation's most school-aged military-connected children (107,138) across its 26 military installations. The MCEC plan is multi-faceted and specifically addresses the needs of the most "at risk" population – the active duty population at Army, Air Force, Navy, Coast Guard and Joint Service Bases. The MCEC plan applies a combination of research-informed **student programs** designed to assist schools in how they welcome new students, which in turn enhances new student well-being, academic progress, and reduces risk factors; **parent education programs** designed (through face to face and web-based instruction) to empower the best "guidance counselors" – the parents – to be informed, positive, and proactive transition specialists at home by understanding the academic as well as the social and emotional implications of school moves; **professional development courses** designed to teach "first responders" – guidance counselors, educators and service providers – the skills that help military children bridge the educational gaps when facing challenges inherent with the military life-style; **military student transition consultants** who work within school districts to provide expert, personalized care to military-connected students and their parents, and serve as problem-solvers at the individual level; **web-based programs** (SchoolQuest) that help students and their families obtain information that assist with transition to Texas public or charter schools as well as prepare for college; and **research** where MCEC partners with Texas A&M to conduct longitudinal analyses of PIEMS and military student identifier data to track the progress of military-connected student performances, promotion, graduation and special program participation rates, and to inform strategies when gaps are identified for the major military communities boasting the state's largest active duty military child populations. The MCEC plan is particularly cost-effective for the state of Texas because the community needs of each active duty military community considers on-going MCEC initiatives funded from philanthropic and other donor sources. The plan is uniquely tailored for each active-duty military community's educational needs while complementing/leveraging existing MCEC initiatives. The proposal clearly meets the stated goal of providing resources and technical assistance to school districts and charter schools of Texas students whose parents are active-duty servicemen and women through the combination of programs designed for students, parents, stakeholders, internet – based technology, and the application of lessons learned from collaborative military student data collection with Texas A&M University.

The MCEC proposal takes four demographical principles into consideration. First, the active duty military child population by county/district was studied. Second, equitable Service representation among all the Department of Defense active duty populations, i.e., the Army, Navy/Marine, Air Force, and Coast Guard were factored into the demographics. Third, active duty populations supporting military bases – Army, Air Force, Naval, Coast Guard and Joint Bases were considered. Finally, the MCEC proposal studied the community needs of the State's strongest demographical candidates, and where chosen locations already are being served by existing MCEC initiatives, the proposal took this into consideration and built even stronger programs by avoiding duplication and spreading the assistance to other communities meeting the above criteria.

The top twelve most populated active duty child populations by county are: Bell (29,153 military-connected children from active duty (parents), Bexar (21,736), El Paso (21,155), Coryell (3,663), Guadalupe (3,599), Taylor (3,274), Harris (2,848), Tarrant (2,552), Wichita (2,336), Tom Green (1,564), Dallas (1,378), and Nueces (1202). Of this list, eight counties support military communities where equity among the Services and their respective bases are guaranteed: Bell and Coryell (Ft Hood – Army); El Paso (Ft Bliss – Army); Bexar and Guadalupe (Joint Base San Antonio (Air Force lead) – strong Air Force and Army active duty presence in support of Ft Sam Houston, Lackland Air Force Base (AFB), Randolph AFB, and Camp Bullis); Taylor (Dyess AFB – Air Force); Wichita (Shepard AFB – Air Force); and the Naval and Coast Guard active duty footprint in Nueces (Naval Air Station (NAS) Corpus Christi, Search and Rescue Port Aransas, Naval Hospital Corpus Christi) and neighboring Kleberg County (Kingsville Naval Air Station).

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MCEC designs the needs assessment process, and has honed the process over the past eighteen years. Rooted from a vast body of knowledge, a twenty-three member Science Advisory Board, and findings recognized by the Department of Defense in its (EMC 21) report, MCEC has in the past, and will similarly engage with this proposal Texas Communities, military leaders, and Local Education Agency leaders down to the campus level. Face to face feedback and surveys (both pre and post-surveys) will be conducted to best inform the needs assessment process. Lead by MCEC's Director of Program Evaluation and attended by the respective Program Managers, and the MCEC CEO, MCEC will convene quarterly "Data to Knowledge" sessions to determine the needs assessment efficacy, to include how and when the process needs to be updated or changed.

MCEC's management plan is rooted in eighteen years of experience specifically managing military child education programs globally. In fact, MCEC has recent experience managing each of the four proposed programs in nine of the top ten most military child populated counties in the state of Texas between 2010-2015. The management positions must meet stringent education, certification, experience and training requirements. The current managers each have at least two years managing their respective programs, and collectively have decades of experience servicing the military and veteran-connected children – with special emphasis given to the active duty populations. The program management staff possesses vast experience in policy, curriculum development, program delivery, and customer service, and the entire corporate staff down to its program managers and trainers possess a demonstrated reputation and ability of responding to emerging changes in program requirements.

MCEC will use a combination of quantitative and qualitative analyses to evaluate the program's success. Each activity has well-aligned performance measures that provide meaningful insight into the military community and the project's impact. Utilizing QuestionPro, an online survey software tool, MCEC will create and distribute assessments, collect responses, and analyze the results of the *Student2Student*, *Parent to Parent*, *Military Student Transition Consultant*, and Professional Development programs. Raw data will be available to the Texas Education Agency (TEA) as requested for independent review. As mentioned earlier in the community needs assessments description, the survey results from QuestionPro will drive quarterly "Data to Knowledge" meetings lead by MCEC's Director of Program Evaluation and chaired by the MCEC CEO. Evaluation outcome data will be analyzed to determine gaps or deficiencies in objectives. Changes are made to the presentation style or supplemental materials used in the trainings, when necessary, to reach the optimal level of learning for each participant.

MCEC uses a zero-based budget, and there are no statutory requirements for this grant program. MCEC is uniquely qualified to meet and exceed all TEA requirements. It does so by providing a successfully-proven, research-informed four-pronged approach through programs and services that help reduce barriers and facilitate achievement by tackling issues such as placement, transfer of records, access to special programs, on-time graduation, and the social/emotional stressors that accompany the mobile military student-aged child. MCEC's combination of *Student 2 Student® (S2S®)*, *Parent to Parent™*, Professional Development programs, and the application of Military Student Transition Consultants addresses student achievement facilitation and barrier reduction of the entire eco-system of active duty military child education – students, parents, counselors, educational professionals and Para-professionals. Additionally, MCEC offers no less than four sets of supplemental resources to participants of student programs, seventeen resources to recipients of its Parent Workshops, and eight comprehensive documents to assist with the enduring effect of those who participate in the Professional Development Seminars. MCEC's web-based programs provide stake-holders a "one-stop-shop" to knowledge, best practices, and the most up-to-date program postings on how military children can thrive and be college, career, and/or life-ready. Lessons learned from the Texas A&M MSI data collection and longitudinal studies will allow MCEC to inform TEA how to better address gaps across the entire state.

MCEC is a seasoned provider steeped with extensive experience supporting active duty military commanders of all Services, educators at every level, and military-connected children. MCEC's sole mission is to ensure inclusive, quality educational opportunities for all military and veteran-connected children affected by mobility, family separation, and transition, and its commitment to Texas alone is unmistakable. Through ongoing contracts and grants from a range of funders (government contracts, DoDEA contracts and local philanthropic grants), the MCEC will be providing training for schools at all levels (elementary, middle and high schools) in multiple communities including but not limited to Killeen, San Antonio, and Belton. Including these newly trained schools, the MCEC has placed 150 Student 2 Student programs in school districts across Texas. Finally, the MCEC, through DODEA funding and other outside funding sources, has placed Military Student Transition Consultants in San Antonio and Copperas Cove. The evidence is clear: MCEC is the most experienced and committed provider of specialized support to Texas' active duty military-connected children, and the commitment extends well beyond this grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 1742889416000			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 38, 84th Texas Legislature					
July 25, 2016, to August 31, 2017			Fund code: 0193		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$281,974	\$ 5,830	\$287,804
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 13,163	\$	\$ 13,163
Schedule #9	Supplies and Materials (6300)	6300	\$ 72,597	\$	\$ 72,597
Schedule #10	Other Operating Costs (6400)	6400	\$ 57,266	\$	\$ 57,266
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$425,000	\$5,830	\$430,830
Percentage% <u>indirect costs</u> (see note):			N/A	\$69,170	\$69,170
Grand total of budgeted costs (add all entries in each column):			\$425,000	\$ 75,000	\$500,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$500,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$ 75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director		1	\$ 13,936
5	Project coordinator		4	\$ 25,064
6	Teacher facilitator		2	\$ 9,462
7	Teacher supervisor			\$
8	Secretary/administrative assistant		2	\$ 3,283
9	Data entry clerk		1	\$ 1,898
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist		1	\$5,373
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Parent Transition Trainer	5		\$ 52,166
22	Parent Transition Trainer Supervisor	1		\$ 8,282
23	Military Student Transition Consultant	2		\$136,338
24	Subtotal employee costs:			\$255,802
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$32,002
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$32,002
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$287,804

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Military Student Identifier Research and Data Base Consultants at a total cost of \$13,163. Two years of Military Student Identifier (MSI) data files (PIEMS and STAAR) are housed at the Texas A&M University Leadership and Research Center. The MCEC will engage a lead consultant (Dr. Robert Muller, TAMU) and support data analyst from the university for a sub-total cost of \$7,833. These individuals will perform vital roles while acting as coordinating conduits and collaborators between agencies, and also expertly conduct a comprehensive longitudinal analysis of the combined databases. Their expertise will be instrumental in facilitating data-driven recommendations and decisions pertaining to improving performance, promotion and graduation rates, and in resolving special program participation issues related to mobility and transition. Analyses produced from these data files will help inform strategies, processes and instructional practices as well as future resourcing and programming decisions to further support this highly mobile population of active-duty military-connected students.	\$7,833
2	Additionally fund district-level research in El Paso (ESC 19) – related to district-surfaced military-connected student issues for a sub-total cost of \$2,665. Analyses produced from these data files will help inform strategies, processes and instructional practices as well as future resourcing and programming decisions to further support this highly mobile population of active-duty military-connected students.	\$2,665
3	Additionally fund district-level research in San Antonio (ESC 20) – related to district-surfaced military-connected student issues for a sub-total cost of \$2,665. Analyses produced from these data files will help inform strategies, processes and instructional practices as well as future resourcing and programming decisions to further support this highly mobile population of active-duty military-connected students.	\$2,665
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$13,163
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$13,163

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.**For TEA Use Only**

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 1742889416000		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$72,597
Grand total:		\$72,597

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 1742889416000

Amendment number (for amendments only):

Expense Item Description**Grant Amount Budgeted**

Operating costs that do not require specific approval:

\$57,266

Grand total:

\$57,266

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 1742889416000		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Student Programs Manager	Bachelor's degree from an accredited college or university required; military connection preferred; teaching, training or counseling experience preferred; leadership management, effective communication, technology skills a must; comfortable with public speaking and group facilitation
2	Parent Programs Manager	Bachelor's degree from an accredited college or university required; military connection preferred; teaching, training or counseling experience preferred; leadership management, effective communication, technology skills a must; comfortable with public speaking and group facilitation
3	Professional Development & Standards Mgr.	Master's degree from an accredited college or university required; military connection preferred; teaching, training or counseling experience preferred; leadership management, effective communication, technology skills a must; comfortable with public speaking and group facilitation
4	MSTC Program Manager	Master's degree from an accredited college or university and 3-5 years of leadership preferred; data collection, analysis, interpretation experience; strategic planning and project management needed; program evaluation and knowledge of qualitative and quantitative practices & procedures
5	Military Student Identifier Manager	Doctorate's degree from an accredited college or university and military connection preferred; leadership management, effective communication, technology and data base analyze skills a must; comfortable with public speaking and group facilitation

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Address key educational transition issues encountered by military students	1. Hire/Train Military Student Transition Consultants	07/25/2016	08/31/2016
		2. Analyze MSI data and identify strategies	07/25/2016	07/24/2017
		3. Train school personnel to support military students	08/01/2016	07/25/2017
		4. Establish Student to Student Programs in Schools	09/01/2016	12/15/2016
		5. Provide ongoing Professional Development Training	09/01/2016	08/31/2017
2	Provide stakeholder training for school personnel	1. Train school personnel to support military students	08/01/2016	07/25/2017
		2. Provide online Professional Development Training	07/25/2016	08/31/2017
		3. Provide ongoing Professional Development Training	09/01/2016	08/31/2017
		4. Provide transition resources for school personnel	09/01/2016	08/31/2017
		5. Provide professional development webinars	07/25/2016	07/24/2017
3	Provide training for military parents to address educational transition issues	1. Establish Parent to Parent Transition Teams	07/25/2016	08/20/2016
		2. Provide parent education webinars	07/25/2016	07/24/2017
		3. Provide ongoing workshops for military parents	08/22/2016	7/24/2017
		4. Provide one-on-one support for military parents	08/22/2016	08/31/2017
		5. Provide resources for military parents	08/22/2016	7/24/2017
4	Identify the most effective uses of Internet-based technologies	1. Utilize the SchoolQuest website	07/25/2016	08/31/2017
		2. Utilize the Homeroom Collaborative Community	07/25/2016	08/31/2017
		3. Provide online Professional Development Training	07/25/2016	08/31/2017
		5. Conduct regular webinars for S2S Participants	09/01/2016	08/31/2017
5	Analyze MSI data to inform resourcing & programming decisions	1. Establish contracts with TAMU-ELRC & ESC 19&20	07/25/2016	08/05/2016
		2. Determine the focus of the data set analysis and develop an initial set of questions to be answered	07/25/2016	08/12/2016
		3. Analyze PEIMS / STAAR data	09/05/2016	09/30/2016
		4. Create reports based on findings from the data set	10/03/2016	10/31/2016
		5. Detail considerations for future analysis	11/07/2016	11/30/2016

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Utilizing direct customer feedback before, during and after trainings and workshops, the MCEC continuously monitors the effectiveness and adequacy of the provided programs. Parent feedback is reviewed regularly and comments from workshop participants and school administrators inform the development of new workshops and resources. Professional development and student training participants are invited to respond through an immediate post-training evaluation which measures the growth in skills related to the terminal learning objectives presented in the training. Student and adult participants provide feedback on the conduct and content of the training and those comments are used to determine needed modifications to the training programs. Through quarterly "Data to Knowledge" meetings, the program evaluation outcome data is analyzed to determine any gaps or deficiencies in objectives. Changes are made to the presentation style or supplemental materials used in the trainings, when necessary, to reach the optimal level of learning for each participant. Changes to program delivery, materials and curriculum are then communicated through the program managers to the trainers and consultants as soon as possible and either in person or via teleconference with each trainer/presenter affected. Program and policy changes are then codified into Standing Operating Procedure formats and transmitted electronically to each trainer effected by the change. Student program changes are addressed through monthly webinars and student newsletters. Parent to Parent program trainers attend the annual MCEC National Training Seminar where they receive intensive programmatic training on new workshops, research and procedures. Additionally, changes in requirements, standards and programs will be communicated to district staff, administrators, educators, parents and members of the community through regular professional development sessions presented by the embedded MSTC, community-based Parent to Parent teams and MCEC publications.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MCEC has a long history of supporting military-connected children in Texas and is a TEA-approved professional development provider. This grant will allow expansion beyond the current programs available within the state. In addition to the programs scheduled in this grant application, the MCEC is providing ongoing parent education workshops in the Killeen, Copperas Cove, and San Antonio communities through established MCEC Parent to Parent transition teams. Further, parent education seminars will be presented in the Corpus Christi and Wichita County areas during the 2016-2017 school year. In addition to the professional development institutes programmed in this grant application, the MCEC will provide multiple professional development institutes in San Antonio, Killeen, Fort Worth and a number of other communities across the state. Through ongoing contracts and grants from a range of funders (government contracts, DoDEA contracts and local philanthropic grants), the MCEC will be providing training for schools at all levels (elementary, middle and high schools) in multiple communities including but not limited to Killeen, San Antonio, and Belton. Including these newly trained schools, the MCEC has placed 150 Student 2 Student programs in school districts across Texas. Additionally, the MCEC, through funding from DoDEA contracts and other outside funding sources, has placed Military Student Transition Consultants in San Antonio and Copperas Cove. By offering programs, services and training to participants through a range of funding sources, the MCEC is able to maximize the effectiveness of TEA grant funds. Ongoing communication with attendees, school administrators, students and parents help to sustain the programs and generate enthusiasm for continued success of the programs. On a quarterly basis, MCEC will engage impacted ISD Superintendents for their feedback and continued support of our program delivery. Our monthly MCEC Program Management Reviews are an institutional internal process for maximizing effectiveness of all grant funds that come into MCEC.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QuestionPro Surveys, Semester Reports and Data-to-Knowledge Reviews	1.	100% of new students welcomed by S2S club
		2.	95% of S2S clubs engage in semester-based outreach activities
		3.	95% of S2S clubs engage in annual service activities
2.	QuestionPro Surveys, Participant Feedback and Data-to-Knowledge Reviews	1.	95% of parents agree the knowledge received will help support their child
		2.	95% of parents use the information to support their child's education
		3.	25% of parents attend multiple workshops throughout the school year
3.	QuestionPro Surveys, Stakeholder Reports and Data-to-Knowledge Reviews	1.	100% incoming military students welcomed by MSTC within 10 school days
		2.	90% incoming military students served by MSTC feel connected to school
		3.	90% incoming military students served by MSTC have positive transition
4.	QuestionPro Surveys, Post Training Assessments and Data-to-Knowledge Reviews	1.	Significant increase in participant's understanding of needs of mil-children
		2.	95% participants score at least 80% on post-training exit test
		3.	95% participants agree the course prepares them to support mil-children
5.	Establish Military Student Identifier database, conduct analysis, and create reports. Conduct QuestionPro Surveys.	1.	Establish database with PEIMS and STAAR achievement data inclusive of 90% or more of military-connected student's data. Researcher maintains weekly logs of time spent working with the data set and creates a monthly report on data analysis efforts.
		2.	Conduct analysis on the data in order to distinguish aggregate demographic and achievement characteristics of 90% or more of military connected students. Researcher will maintain weekly logs of time spent working with the dataset and create a monthly report on data analysis efforts.
		3.	Create and make available at least 2 reports (demographic and achievement) that serve to inform school administrators, policymakers, and others about military-connected students.
		4.	90% surveyed faculty/staff increase their understanding and appreciation of military-connected students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Utilizing QuestionPro, an online survey software tool, the MCEC will create and distribute assessments, collect responses, and analyze the results of the Student2Student, Parent to Parent, Military Student Transition Consultant, and Professional Development programs. Raw data will be available to the Texas Education Agency (TEA) as requested for independent review.

Problems with project delivery are identified through participant surveys using the QuestionPro software tool. Through quarterly "Data to Knowledge" meetings, the evaluation outcome data is analyzed to determine any gaps or deficiencies in objectives. Changes are made to the presentation style or supplemental materials used in the trainings, when necessary, to reach the optimal level of learning for each participant. Changes to program delivery, materials and curriculum are made as necessary, based on direct feedback from participants.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the services to be provided to Texas students of military families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MCEC offers a five-pronged approach to providing programs and services that help to reduce barriers and facilitate achievement by tackling issues such as placement, transfer of records, access to special programs and on-time graduation. The MCEC *Student 2 Student® (S2S®)* program is a school support system designed to increase awareness and address school concerns impacting mobile students through a student-led model. The program emphasizes teaching students leadership skills and how to demonstrate 100% Acceptance. The program follows a methodology designed to engage both military-connected and civilian students. Under faculty supervision, campus S2S students are missioned to engage, support, lead and serve. The MCEC Parent to Parent™ program focuses on enabling parents to become their child's best advocate on education, transition and social/emotional issues that impact highly-mobile military children. Parent to Parent™ teams provide informative and interactive parent workshops to participants in groups and organizations in the local community. Workshops are tailored to meet the group's needs and include high-quality resources and materials which assist them in their role as their child's best advocate. Trainers have personal expertise backed by extensive research and share practical ideas, proven techniques and solid resources to support military parents/guardians of school-age children. MCEC Professional Development Institutes provide educators and other professionals with the knowledge necessary to identify and respond to the complex needs of military-connected children and youth. Across disciplines such as education, healthcare, childcare and business, MCEC trains professionals to address the unique challenges facing military children. The MCEC Military Student Transition Consultant is assigned within a school district and has the capability and capacity to provide personalized care for the military student. MSTCs are able to cultivate personal relationships with parents and students and become involved in problem solving at an individual level. MSTCs are professional navigators who provide sustained support, which includes monitored follow-up - a circle of care from entry to exit. Finally, Military Student Identifier data is used to identify gaps in support to military-connected students and to inform decisions regarding new programs, training and materials that will close those gaps.

TEA Program Requirement 2: Describe how the proposed activities are expected to reduce barriers and facilitate achievement among military children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MCEC Student 2 Student Program activities reduce barriers and facilitate achievement among military children through five program components: Finding the Way helps new children navigate their new school and community; Academics identify and mitigate gaps that may exist due to transitioning and encountering different sequencing of content areas in school; Relationships help the new student find friends, develop new and healthy relationships and fit in; Service instills the importance of helping others as a key component of leadership and life; and Leadership builds these skills in the students as they welcome new students to the campus and help other students in meaningful ways. Attendees at Parent to Parent workshops learn practical ideas and techniques to reduce barriers and develop skills to help them advocate for and assist their children as they navigate the challenges of a military-connected lifestyle including, but not limited to issues relating to homework, time management, successful parent-teacher conferences, test taking strategies, reading/math literacy, and college, career and life readiness. These workshops are all designed to help parents understand the importance of maintaining a rigorous academic course of study that results in on-time graduation and readiness for college and life. Professional Development Institutes focus on the military-connected child's experience with academic and social/emotional implications of transitions and create an environment for professionals to have access to professional networks, technologies, resources and support systems that will assist them in helping military-connected children to thrive in good and challenging times. As an expert embedded in the school district who is knowledgeable of school district policies and practices, the Military Student Transition Consultant can navigate the continuation or revision of services and activities within special programs, credit recovery, assessment requirements and transfer policies, promotion/retention practices, and course selection based on student interests and strengths. Using the longitudinal analyses gained from state PEIMS and STAAR data to track the progress of military-connected students, key stakeholders will be better informed in the areas of strategies, processes and instructional practices as well as the resourcing and programming decisions required to further reduce the barriers and facilitate achievement for these highly mobile military-connected children.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742889416000

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the kinds of resources that will be provided to Texas students of military families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.Resources that may be provided to Texas students of military families include, but are not limited to:
books included in the MCEC *Tell Me A Story* program*Building Everyday Leadership in All Kids*

MCEC publications such as:

*Chart Your Course**Math in the Middle**College Admissions Workbook**Transitions – College & Career Readiness for Grades 4-8.*

Resources that may be provided to professionals, educators, school personnel and others who attend MCEC Professional Development Institutes or MSTC-provided Professional Development sessions include, but are not limited to:

*Making Hope Happen**Start Where You Are**Mindset**Sesame Street's Little People*

a variety of MCEC publications such as:

*Growing, Learning, Understanding (GLU) Kit: Seasons of Change**Military-Connected Students and Public School Attendance Policies**Special Needs and the Military Child**EMC-21 Executive Summary*

Parents, educators and school staff who attend parent education workshops may be provided with a variety of resources that support the workshop topics including, but not limited to:

*MCEC Chart Your Course**Preparing For The Journey vols. 1, 2, 3**Tell Me A Story Parent Guide**Parent Education Workshop Resource Booklets**Reading at Home A-Z**A Military Parent's Guide to School Policies and Transitions**Transitions – College & Career Readiness for Grades 4-8**On the Move: Math Success for Military and Highly Mobile Parents and Students**Military-Connected Students and Public School Attendance Policies**College Admissions Workbook**Math in the Middle**Back to School: It's All About Learning**Check List for Check Out**Chart Your Course: Math GPS**Life After High School: Being College Ready**K-12 Core Curriculum Standards**Special Needs & the Military Child***For TEA Use Only**

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Division of Grants Administration Justification of Specific Expenditure: Program-Related Out-of-State Travel

The costs of program-related out-of-state travel have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use these federal grant funds for program-related out-of-state travel. Complete this form and submit it with your grant application to provide justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.

Limit one justification per form.

Name of Federal Grant

Name of Grantee County-District # Date

Description of Proposed Program-Related Out-of-State Travel

Destination # of travelers Is travel a requirement of the federal grant program?

Describe the purpose of the program-related out-of-state travel.

The Military Child Education Coalition® National Training Seminar is an annual event featuring nationally-recognized speakers sharing their expertise in support of military and veteran-connected children. Students, parents, and professionals hear from senior military leaders, educators, and subject matter experts on topics including character development, systems of support, and educational practices. Participants learn strategies to address the academic, social, and emotional challenges these children may face. Continuing education and/or graduate credits can be earned by attending break-out sessions and professional development offerings. This is a unique professional development opportunity that is not available within the state of Texas.

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

The MCEC National Training Seminar provides a unique opportunity for Parent to Parent Transition Team Members to immerse themselves in training and professional development that is not possible in Texas. The presenters are recognized authorities on a wide range of topics that and issues that effect the educational and social/emotional success of military children. There is no other event that brings this particular group of educators and professionals together for this purpose. Additionally, as a cohort group at the MCEC National Training Seminar, the Parent to Parent Trainer Teams participate in an intense professional development session and program "reset" wherein they receive the latest programmatic updates and procedural guidance based on the outcome data from the prior school year's workshops. This reset is key to the success of the next year's efforts across the program and allows opportunity for all program teams to learn best practices and share ideas. Unique to this event is the series of focused professional development sessions presented by subject matter experts on topics such as resilience in children, childhood trauma, and early childhood development and interventions as these topics relate to military-connected children. Subject Matter Experts who have shared their research and expertise with the Parent to Parent cohort in past years includes Dr. Ken Ginsburg, M.D. (Building Resilience in Children and Youth), Dr. Paul Rauch, M.D. (Director, Massachusetts General Hospital's Home Base Program) and Lt. Eric Flake, M.D. (Chief, Developmental Behavioral Pediatrics, Ramstein Air Base). These personalized sessions allow the trainers the opportunity to hear current perspectives, receive guidelines on the latest best practices and learn cutting edge techniques and tips that can be used to reduce barriers to military-connected children's success. All this information is then rolled up into latest updates for the parents who attend their workshops.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 28 2002**

MILITARY CHILD EDUCATION COALITION
C/O RONALD STEPP
LOTT VERNON & COMPANY PC
109 EAST AVE B
KILLEEN, TX 76540

Employer Identification Number:
74-2889416
DLN:
17053278711082
Contact Person:
LARRY W BOTHE ID# 31462
Contact Telephone Number:
(877) 829-5500
Our Letter Dated:
February 1999
Addendum Applies:
No

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Letter 1050 (DO/CG)

MILITARY CHILD EDUCATION COALITION

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations